PaTTAN’s Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.
PDE’s Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Outcomes for This Session

Participants will:
- Describe the special education timelines from evaluation through IEP development and implementation
- Gain techniques to enhance their participation in the IEP process
- Access resources related to the current IEP process in Pennsylvania
Agenda

• Communication Skills
  – Establishing a collaborative relationship and maintaining a positive rapport
• Understanding the IEP Process
• Exploring Resources
  – Website
  – Publication Discovery Activity

Creating Family-School Partnerships

• [https://www.youtube.com/watch?v=gDY9dTnOTr8&feature=player_detailpage](https://www.youtube.com/watch?v=gDY9dTnOTr8&feature=player_detailpage)
How do you feel?

How do you feel...
Family-School Partnership Standards

- Welcoming All Families Into the School Community
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Collaborating with Community
- Shared Decision-Making

PARENTS/GUARDIANS
Parents are Members of the Team

Successful Teams

• View each member as important
• Clarify each member’s role
• Work together
• Are committed

Research Shows…

• Schools that have engaged parents benefit from:
  – Improved teacher morale;
  – Increased support from families; and
  – Improved collaboration across the schools’ communities

*Top Five Reasons Schools Need to Engage Parents, PaTTAN publication
Henderson & Berla, 1994*
Research Shows…

• Students with involved parent are more likely to:
  – Earn higher grades and test scores;
  – Attend school regularly;
  – Have better social skills; and
  – Go on to post secondary education

*Top Five Reasons Schools Need to Engage Parent, PaTTAN publication*
National Parent Teacher Association, 2009

COMMUNICATION
Communication

• One way
  – Teacher ➔ Parent
  – Parent ➔ Teacher

• Two way
  – Teacher ↔ Parent
  – Parent ↔ Teacher

Communication

• Written Communication
  – Letters/Newsletters
  – Communication book/notebook, daily or weekly
  – Parent Surveys
  – Report cards
  – IEP process
  – Websites; email
  – Blogs
“Real Time” Communication

• Phone calls
• Parent Teacher Conference
• Technology
  – Go To Meetings
  – Video Conference
  – FaceTime
  – Skype

He Said What?
SPECIAL EDUCATION:
HOW THE PROCESS WORKS

Guiding Principles for IEP Development

- Child Centered
- Tool to Guide Instruction and Measure Progress
- Includes Positive Behavior Supports
- Planning for Adult Outcomes
- Based on Individual Strengths & Needs
- Special Education is a Service, Not a Place
- LRE
- General Education Curriculum, Standards, and Assessments

therapists
students
special education teachers
administrators
parents

General education teachers
Special Education Processes

- Child Find
- Referral/Screening
- Evaluation and Reevaluation
- IEP
- NOREP/PWN

Child Find
The Child Find Process- Annually

- LEAs must have a system in place to locate and identify children thought to be eligible for special education
- Description of special education programs and how parents can request evaluation must be made public
  - Written information must be published in LEA handbook and web site

What does that mean?

- School staff need to be aware of and let parents know where information is located regarding child find, screening procedures and the evaluation process

- School personnel, especially classroom teachers, need to know when and how to make a referral for an evaluation
Screening

- Hearing & Vision screenings

- Screening to determine how all students are performing on grade-appropriate standards in reading and math
What does that mean?

The LEA must
• Determine if the student was provided with appropriate instruction in reading and math
• Assess the student’s performance in relation to grade level standards (if student has academic difficulties)
• Observe the student’s behavior in the environment where the problem behavior is happening (if student has behavioral difficulties)

Referral

Screening information can suggest that the student may have a disability and be in need of special education services
What does that mean?

- Screening and/or other information about the student can result in a referral
- A parent can request evaluation at any time
- Professional personnel employed by the LEA may refer a student for evaluation
The Evaluation Team

“A group of qualified professionals and the parent”

• In PA must include a certified school psychologist unless evaluating for deaf-blindness, deaf/hard of hearing, speech/language impairment, visual impairment and/or orthopedic impairment

The Role of the Evaluation Team

The evaluation team must determine if the child is eligible for special education with the two-prong test

1. Does the child have a disability by definition?

2. Does the child have need for specially designed instruction?
### Forms Related to Evaluation (Reevaluation)

- **Permission to Evaluate-Request**
  - Sent to the parent within 10 calendar days if parent makes oral request for an evaluation
  - Documents parent’s request in writing
- **Permission to Evaluate-Consent with NOREP/Prior Written Notice**
  - Documents parental consent

### Forms Related to Evaluation (Reevaluation)

- **Agreement to Waive Reevaluation**
  - Waiver recommended by LEA
  - Parent must agree reevaluation unnecessary
  - Never for student with intellectual disability
- **Evaluation/Reevaluation Report**
  - Summarizes testing and assessments, information from parents, classroom observation(s)
  - Determines eligibility/continued eligibility
Timelines for Evaluation/Reevaluation

• Evaluation/Reevaluation Report
  – 60 calendar days from the day the LEA receives informed written consent

• IEP Team Meeting
  – Not sooner than 10 school days from the date the parent receives the completed Evaluation/Reevaluation Report
  • Can be waived by the parent
  – Held within 30 calendar days of completed Evaluation/Reevaluation Report

Individualized Education Program (IEP)
IEP

• Summarizes child’s current skills/abilities and established education goals for 12-month period
• Documents child’s eligibility for special education services
• Formalizes, in writing, the LEA’s plan for providing a free appropriate public education that will meet the child’s needs in the LRE

The IEP Team

• The student’s parent(s)
• The LEA representative
• A general education teacher
• A special education teacher
• Someone who can interpret the results of assessments (may be an existing team member)
• Others as appropriate
IEP Team Meeting

- Develop program based on student needs
  - Progress monitoring defined—how and when
- Annual IEP meetings
  - To review progress and services
  - Make changes to services or not

IEP

- Parents must give consent for initial services
- If parents disagree
  - Team meeting
  - Mediation
  - State complaint
  - Due process hearing
### Forms Related to IEP

**Invitation to Participate in the IEP Team/ Other Meeting**
- Student must be invited if discussing transition services
- LEA must provide interpreter/accommodations
- LEA must notify parents to ensure participation

### Form: *Individualized Education Program (IEP)*

A written statement of the educational program designed to meet child’s individual needs

- Demographics
- Special Considerations
- Present Levels
- Transition Services
- Participation in Statewide/Local Assessments
- Goals/Objectives
- Progress Monitoring
- Program Modifications and Specially Designed Instruction
- Related Services
- Supports for School Personnel
- Extended School Year
- Educational Placement
- PennData Reporting
Forms Related to IEP

*Parental Consent to Excuse Members from Attending the IEP Team Meeting*

Any IEP team member may be excused.

- If area of curriculum/service **not** being discussed/modified
  - Parent agrees in writing
- If area **is** being discussed/modified
  - Parent gives written consent
  - Member submits written report to parent/IEP team prior to meeting

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**Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)**
NOREP/PWN

Notice of Recommended Educational Placement/Prior Written Notice

Summarizes for parent recommendations for child’s program/other actions taken by LEA

- Identification/evaluation/placement
  - Proposal or refusal
- Services
- Disciplinary change of placement
- Exiting special education
  - Graduation/Age/Revocation/No longer eligible
- Extended School Year services
- Independent Educational Evaluation

NOREP/PWN

- Outlines the student’s recommended educational placement/other placement options that were considered
- Parent must agree before providing initial services to the student
- Parent must agree before change in evaluation, identification or educational placement
- Reminder: Prior Written Notice must be issued when requesting consent to evaluate or reevaluate
So, let’s review

1. Students are located and identified through the _____ _____ process.
2. The two-pronged test for eligibility is
   – The student has a __________.
   – The student has a need for __________ ________ instruction.
3. A ______, _______ education teacher, ______ education teacher, and ___ Representative are required members of an IEP team.
4. The __________ is the form issued to explain any action taken by the LEA.

Numbers to Remember: 10  30  60

1. The LEA must complete the Evaluation Report or Reevaluation Report within ___ calendar days of receipt of parent consent (not including summer).
2. The IEP must be developed within ___ calendar days of completion of the ER/RR.
3. The IEP must be implemented as soon as possible but no later than ___ school days after the IEP meeting.
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student’s Name:

Individualized Education Program (IEP) is a legal document that serves as a road map for a student with special needs. It outlines the student’s educational goals and the supports and services needed to achieve those goals.

Date of Revision(s)
Date of Meeting:
Participants/Notes
IEP Team/Signed:

The IEP team must include the student if transition services are being planned or if the parents choose to have the student participate. If the student is, or may be, participating in the regular education environment, a transition plan must be written. If the student is involved in special education services and other community services, the IEP team should consider the student’s needs in those environments as well.

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

IEP Team/Signatures

The Individualized Education Program team makes the decision about the student’s program and placement. The student’s parent(s), the student’s special education teacher, and a representative from the Local Education Agency are required members of the team. Signature on the IEP documents attendance, not agreement.

Role
Parent/Guardian/Surrogate
Parent/Guardian/Surrogate
Regular Education Teacher
Special Education Teacher
Local Ed Agency Rep
Career/Transition Ed Rep
Community Agency Rep
Teacher of the Gifted

Printed Name
Signature

*Note: The IEP team must include the student if transition services are being planned or if the parents choose to have the student participate. If the student is, or may be, participating in the regular education environment, a transition plan must be written. If the student is involved in special education services and other community services, the IEP team should consider the student’s needs in those environments as well.

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Understanding the IEP

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the student blind or visually impaired?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student deaf or hard of hearing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student have communication needs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the student need assistive technology devices and/or services?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the student have limited English proficiency?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does the student exhibit behaviors that impede his/her learning or that of others?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

The IEP team must develop a Positive Behavioral Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable goal to address the behavior in the Goals and Objectives section of the IEP or in the Positive Behavioral Support Plan. If this is a separate document that is attached to the IEP, a Positive Behavioral Support Plan and a functional behavioral assessment form are available at www.ed.gov.

Understanding the IEP

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:
- Present levels of academic achievement and functional performance
- Progress toward current goals
- Progress toward instructional goals
- Progress toward transition goals if the student is 14 or younger if determined appropriate by the IEP team
- Extracurricular activities, extracurricular curricular, and non-curricular activities
- Educational goals
- Vocational goals
- General outcome goals
- Functional needs related to student's disability
- Strengths
- Academic, developmental, and functional needs related to student's disability

III. TRANSITION SERVICES. This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional performance of the student to奠基 vocational and other results-oriented life outcomes. Transition services include instruction, permit, and other services designed to help a student meet his or her post-school goals. These services may be provided in a variety of settings, including instructional, vocational, and other settings. Transition services may include guidance and counseling, career exploration, and academic counseling. They may also include career development services, including vocational training, and independent living skills. Transition services may be provided in a variety of settings, including specialized instruction, instruction, and other services designed to help a student meet his or her post-school goals. These services may be provided in a variety of settings, including instructional, vocational, and other settings. Transition services may include guidance and counseling, career exploration, and academic counseling. They may also include career development services, including vocational training, and independent living skills. Transition services may be provided in a variety of settings, including instructional, vocational, and other settings.

For students in Career and Technology Centers, CIP Code:
Understanding the IEP

Measurable annual goals are:

- Directly related to the needs as indicated on the ER or in review of the IEP.
- Directly related to the present education levels and to the general education curriculum.
Understanding the IEP

Measurable annual goals
- Must have a measurable ending point which is determined by:
  - knowing the current starting point as indicated in the present levels of educational performance (PLAAFP)
  - projecting where the student will be performing by the end of one year.

Measurable annual goals include:
- Condition
- Student’s Name
- Clearly Defined Behavior
- Performance Criteria
  - Criterion level
  - Number of times needed to demonstrate criterion level
  - Evaluation schedule
Understanding the IEP

Measurable annual goals:

Condition

• Describes the condition under which the student will perform the behavior.
  Ex. During lectures in math and science……

• Requires a clear description of the assessment material that will be used to evaluate the learning outcome.
  Ex. Given a fourth grade reading passage……

Understanding the IEP

Measurable annual goals:

Clearly Defined Behavior

• Describe the behavior in measurable terms

• Ask what will the student actually DO?
  – Examples:
    • Says, prints, writes, reads orally……
  – Non-examples:
    • Understand, know, recognize, learn, improve, pay attention to, demonstrate the ability to, …
Understanding the IEP

**Measurable annual goals:**

**Performance Criteria**

- Includes three components
  
  1. **Criterion Level**
     - The level the student must demonstrate for mastery
  
  2. **Number of Times Needed to Demonstrate Criterion Level**
     - How consistently the student needs to perform the skill(s) before it's considered “mastered”
  
  3. **Evaluation Schedule**
     - How frequently the teacher plans to assess the student

**Measurable annual goal example:**

- During reading class, John will decrease calling out in class to 5 times per day for five consecutive days using scatterplot recording.

**Condition:** During reading class

**Name:** John

**Behavior:** (decrease) calling out in class

**Performance criteria:**

- **criterion level:** 5 times per day
- **# of times:** five consecutive
- **evaluation schedule:** days (daily)
Measurable annual goals: What is Missing?

Example:

Given a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern, Eva will spell 95% of the words correctly on three consecutive weekly spelling tests.

Activity: Identify the parts. Are any missing???
Understanding the IEP

Measurable annual goals: *Just checking*

Example:

*Larry will solve addition problems with and without regrouping 5 out of 5 times.*

Activity: *Identify the parts. Are any missing??*

---

Understanding the IEP

Measurable annual goals: *Just checking*

Example:

*Given 5 opportunities to ask a question, Seth will raise his hand and wait to be called with 100% accuracy on 3 consecutive sets of opportunities as measured on a weekly checklist.*

Activity: *Identify the parts. Are any missing??*

---
Understanding the IEP

Measurable annual goals include:

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria
  - Criterion level
  - Number of times needed to demonstrate criterion level
  - Evaluation schedule

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)
   - SDI may be filled with each goal or as part of the table below.
   - Include supplementary aids and services, as appropriate.
   - For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<table>
<thead>
<tr>
<th>Modifications and SDI</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
</table>

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
</table>

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

<table>
<thead>
<tr>
<th>School Personnel to Receive Support</th>
<th>Support</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
</tr>
</thead>
</table>
Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student’s Name:

Understanding the IEP

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Understanding the IEP
Families are greeted when arriving for their child’s IEP.

Families are encouraged to actively participate in IEP meetings.

A transition coordinator is assigned to students with IEPs at age 14.

Families are provided any and all documents prior to participating in an IEP meeting.

Families are made aware of all least restrictive opportunities available to their child.

There is a community based curriculum in place for students and are families aware of community based experiences for their child.

Resources…

- Families and Schools Together (FAST – familiesandschoolstogther.org)
- PTO TODAY (ptotoday.com)
- National PTA (everychild.onevoice)
- Learning Leaders (learningleaders.org)
Resources…

• National Standards for Family-School Partnerships
  *What parents, schools, and communities can do together to support student success.*

• Report: The Positive Relationship Between Family Involvement and Student Success
  *A discussion of the finding connecting parent involvement to higher levels of student achievement.*

PaTTAN website review

http://www.pattan.net/

ConsultLine 1-800-879-2301
PaTTAN Resources

Exploring Resources

• Select a “Publication” that is on your table and complete the graphic organizer
  – Title-What I Learned-Who may benefit-How I will share/next step
• Select another and repeat
• Share your favorite item-Shout Out!

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